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ABSTRACT

One manifestation of the concept of individualized instruction has been the rediscovery of television as a useful tool. In order to identify student attitudes toward a televised child psychology course and assess the quality and rigorousness of the course, a questionnaire was developed and administered to students who watched the course at home on cable television and to those who individually viewed the course at their own pace in the college Learning Resource Center. Students seemed to favor the flexibility of the televised programs in the library to the structured viewing approach over cable television. Over half of those who responded indicated that the amount of work required was about the same as that of other courses, but the degree of pressure was perceived as about the same or less. Almost 75 percent of those using only the library indicated that they learned the same of less than in other courses, while 65 percent of cable users indicated that they learned the same or more; this is perhaps due to a difference between the perception of the full-time student. Failure to complete the course seemed less attributable to course difficulty than to other, outside pressures on the student. Recommendations are made, and the questionnaire is appended, along with 16 tables of the findings. (NHM)

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A Followup Report

on

the Attitudes and Preferences

of those Students Enrolled in the Televised Course,

Child Psychology

at

Waubonsee Community College

Sugar Grove, Illinois

Submitted by:

Gary W. Frazer
May, 1975

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TABLE OF CONTENTS

	Page
LIST OF TABLES	iii
I. INTRODUCTION	1
The Problem	2
Statement of the Problem	2
Importance of the Study	2
Methodology of the Study	3
Limitations of the Study	4
Assumptions	4
II. ANALYSIS OF THE DATA	4
III. SUMMARY AND RECOMMENDATIONS	12
Summary of Findings	12
Recommendations	14
TABLES	15
APPENDICES	32
Appendix A	33
Questionnaire	34
Appendix B	37
Suggestions from Respondents for Future Use of Televised Courses	37
Positive Comments from Respondents about the Televised "Introduction to Child Psychology 101" Course	37
Negative Comments from Respondents about the Televised "Introduction to Child Psychology 101" Course	38

LIST OF TABLES

Table		Page
I.	Student Responses to the Question, "What mode did you use to watch this course?"	16
II.	Student Responses to the Question, "Compared to my other courses, the amount of work required by this course was..."	17
III.	Student Responses to the Question, "Approximately how long did it take you to finish the course?"	18
IV.	Student Responses to the Question, "Compared to my other courses, the degree of pressure to do the work was..."	19
V.	Student Responses to the Question, "Compared to my other courses, the amount of the subject matter I learned in this course was..."	20
VI.	Student Responses to the Question, "In comparison to my other courses, my enjoyment of this course was..."	21
VII.	Student Responses to the Question, "In comparison to my other courses, the feeling of achievement in this course was..."	22
VIII.	Student Responses to the Question, "In comparison to my other courses, my understanding of basic concepts and principles in this course was..."	23
IX.	Student Responses to the Question, "In comparison to my other courses, I found the presentations to be..."	24
X.	Student Responses to the Question, "I found the technical quality of the videotapes to be..."	25
XI.	Student Responses to the Question, "Averaged over the entire semester, the amount of hours I spent per week studying (not including watching programs) for this course, was approximately..."	26

Table		Page
XII.	Student Responses to the Question, "Approximately what per cent of your assigned chapters did you actually read?"	27
XIII.	Student Responses to the Question, "Compared to my other courses, the difficulty of this course was..."	28
XIV.	Student Responses to the Question, "Would you recommend this course to any of your friends?"	29
XV.	Student Responses to the Question, "Considering all the above questions and your responses, how would you grade this course?"	30
XVI.	Student Responses to the Question, "While taking this course, I was employed outside of my home..."	31

Introduction

In the last few years an interest has been rekindled in the use of instructional television. After many disastrous results with the "talking face" approach to instructional television in the 1950's and early 1960's, many institutions of higher education turned away from television as a viable means of instruction in favor of traditional approaches. Since that time, many different approaches to instruction have been successfully implemented. The concept of individualized instruction manifests itself in many different approaches. The successful development of these programs has eventually "rediscovered" television as a useful tool in instruction. Of course, the overwhelming advances in television technology have made this medium more attractive.

Utilization of television is varied - open-air broadcast, cablecast, or individually available programming. Open-air broadcast is the practice of airing television programs over channels available to all of the public. Cablecasting is the airing of programs over a designated channel. These programs are available only to individuals who have cable television installed in their homes. Since cable is locally managed, this type of arrangement allows for local origination of programs. The last category, individually available programs, refers to the availability of each program on an individualized basis. For instance, students may register for a 30-lesson course. Each lesson is taped on an individual tape - preferably videocassette and can be used in the Learning Resources Center. This allows the student the opportunity to progress through the course at his/her own rate. Little current follow-up research is available on the student attitudes or success with these types of delivery systems.

In the Spring of 1974, the Illinois Community College Board obtained the leasing rights to several television courses. It has been the intent of the I.C.C.B. to investigate the possibilities of televised instruction in the Community Colleges of Illinois. Those community colleges interested in using these programs were given the programs with directions from the Board to "use the courses as they pleased." City Colleges of Chicago was the licensing agency and gave permission to open-air broadcast or cablecast the programs if desired.

Waubonsee Community College located in Sugar Grove, Illinois, has been using the "Introduction to Child Psychology 101" series since the Spring of 1974. Since its implementation, over two hundred students have enrolled in the courses for three hours of transferable credit. The delivery system is provided in two different manners. They are: (1) cablecast, and (2) available in the Learning Resources Center for individual viewing of each program. This combination of delivery systems was developed in order to provide further flexibility in the use of this course by members of the community.

The Problem

Statement of the Problem

The purposes of this study were fourfold: (1) to identify student attitudes toward the televised course, "Introduction to Child Psychology 101"; (2) to assess the quality and rigorousness of the course; (3) to determine whether the students who were enrolled were full or part-time; and (4) to determine what type of delivery system was primarily utilized.

Importance of the Study

With the change in the American lifestyle and the "knowledge explosion," alternative methods of learning should be developed to meet the needs of individuals. Research has shown that students who are allowed to progress at their own rate of speed and under less stressful situations (i.e., traditional classrooms and pre-arranged time schedules) understand and retain more of the specified learning

objectives. It is the responsibility of higher education to provide alternative modes of instruction in order to meet students' needs.

Presently, the community college is a leader in providing a comprehensive educational program to meet the needs of students beyond the high school. Enrollments in four-year institutions in Illinois have grown at a lesser rate in recent years while enrollments in community colleges have continued to grow significantly. Public universities in Illinois reflected only a 2.5% increase in enrollment in 1974 over the previous year. Community colleges, however, reflected an increased enrollment of 18.8% in 1974.[1] Although the community colleges offer more versatile programs than four-year institutions, movement has been slow in the development of programs which provide the flexibility of open entry-open exit. This type of flexibility allows the student to register and complete the course at any given date during the semester as long as the intended outcomes have been met.

Little research exists on those programs which have been established in community colleges designed to meet the flexibility of open entry-open exit. If the community college is indeed unique in its claim to offer a comprehensive education to all students beyond high school, then it must be an innovative leader in developing and evaluating programs which will meet all aspects of student learning.

Methodology of the Study

All participants in this investigation were students who were enrolled in the "Introduction to Child Psychology 101" television course. Their enrollments spanned the Spring, Interim, Summer, and Fall semesters of 1974.

One questionnaire was formulated and administered to those who watched the course entirely on cable television and to those who viewed the course only in the Learning Resources Center at Waubonsee Community College. All questionnaires were sent by mail and returned in the same manner using a self-addressed envelope.

[1]Illinois Community College Board. "Fall 1974 Enrollment Survey Highlights," IX (Nov.-Dec., 1974), 3-5

The data was analyzed accordingly: (1) to the total responses; (2) students not finishing the course; (3) students who did finish the course; (4) students who watched 50% or more of the lessons on cable television; and (5) students who viewed all of the lessons in the library or primarily in the library.

Limitations of the Study

The scope of this study is narrow and deals only with one specific course presented in the televised manner. Therefore, it is difficult to generalize about the outcome as it applies to all types of individualized instruction.

Lack of a large enough return of responses restricts the testing of any hypotheses. Attempts were made to solicit a large response, but this proved unsuccessful.

Although opportunities were given respondents to add additional reactions, it is impossible to note these in any valuable analytical way.

Assumptions

Factors which were assumed at the beginning of the study included the following:

(1) Students will favor the flexibility of the televised program in the library rather than a structured viewing approach over cable television.

(2) The amount of subject matter learned will be the same as or greater than that of other courses.

(3) The degree of pressure on a student in studying this course will be the same or less than that of traditional classes.

Analysis of the Data

In order to measure the mode of viewing and attitudes toward televised instruction in "Introduction to Child Psychology 101," data was collected from those students who had been enrolled in the course during the Spring, Interim, Summer, and Fall

semesters of 1974. The results reported here reflect comparisons between the total sample and "those completing the course," "those not completing the course," "those who viewed the course only in the library," and "those who viewed the course only over cable television."

Since there was a large quantity of data to be compiled, the computer center was contacted and arrangements were made to compile and analyze the data. The Statistical Package for the Social Sciences was selected as the computer diagnostic package for this study. The program tabulated the following: the number of responses, percentage of those responding and a column percentage, the mean, median, mode, and the number of missing observations.

The questionnaire was sent to one hundred and nineteen students. It might be of some concern that only fifty-six responses were collected. An attempt was made with a follow-up letter and phone call to elicit more responses, but with little success.

The number of missing observations could also be of some concern. However, this apparently seems to be a result of those responses from those who did not finish the course. It is possible that these people dropped out before any opinions could be given.

The statistics point out overwhelmingly that the delivery system utilized most frequently is the individualized approach in the library. Over 80% of the students viewed the lessons in this manner. The assumption that, "Students will favor the flexibility of the televised programs in the library rather than a structured viewing approach over cable television," is substantiated by these statistics. The fact that the students chose the library viewing over the cable system, which is a more rigid approach, indicates that they preferred the more flexible system. Their comments also indicate this. (See Appendix B.) (See Table I.)

Over half of those who responded indicated that the amount of work was about the same as required in other courses. Thirty per cent or more indicated that there was less work involved. As might be expected, a significant number of those who did not complete the course indicated that the amount of work was greater. Over 80% of those who viewed the course in the library indicated that the amount of work was about the same as or less than a regular classroom. Of those who viewed the course over cable, 80% indicated that the amount of work in this course was about the same as or greater than other classes. (See Table II.)

The statistics reveal that students either finish the course in six weeks or less or twelve or more weeks. It appears that we have definitely two groups of students: those who wish to take a course whereby they can finish it quickly for a variety of possible reasons; and, a group of students who wish to take a course which will coincide with their regular class load schedule. There are two things to note between the two groups who used a different delivery system. One is that the percentage of those not completing the course are relatively equal in both groups. It is also obvious that those who did use the cable also found the library delivery system useful. It appears that half of the cable students chose to finish the course earlier than the prescribed 16 week period of the cablecast presentation. The other half of those using cable completed the course in the regular prescribed time. These statistics support the first assumption that was made in this study: "Students will favor the flexibility of the televised program in the library rather than a structured viewing approach over cable television." (See Table III.)

Although one-third of the respondents indicate a pressure factor equal to that of other courses, one-half of those responding indicate that the degree of pressure to do the work was less. This indicates that perhaps televised instruction is more relaxing in its approach. These statistics validate one of the three assumptions which was made at the beginning of the study: "The degree of pressure on a student

in studying this course will be same or less than that of traditional classes." It is interesting that approximately 19% of those using only the library found the pressure "greater" or "much greater." This delivery system is the most flexible, yet students feel more pressure to do the work than those using the cable system. Perhaps it is the pressure of self-discipline which is evident here. (See Table IV.)

The answers to the question, "Compared to my other courses, the amount of the subject matter learned in this course..." show an almost direct proportional relationship between those who did finish and those who did not. The assumption that "The amount of subject matter learned will be the same as or greater than that of other courses" is validated by the 51% statistic of all respondents who answered this question, "About the same." It is interesting to note that a significant percentage of those who did not finish the course indicated that they learned more than in other courses. This would suggest that the difficulty of the subject matter is not the key factor in non-completion of this course. Almost 75% of those using only the library indicate that they learned the same or less than in other courses. Almost 65% of the respondents who used the cable indicated that they learned the same or more than in other classes. Perhaps this is a difference between the perception of the "full-time" student and "part-time" student. (Refer to Table XVI.) (See Table V.)

There does not seem to be a significant difference between those who greatly enjoyed the course and those who enjoyed the course less. However, the median indicated a general tendency of answers to be between less to about the same. Approximately 50% of both groups using separate delivery systems indicated that they enjoyed this course less than other courses. The other 50% found the course about the same or greater in its enjoyment. Since this question reflects only attitudes about the course, no assumptions or conclusions can be made about the enjoyment of using either of these types of delivery systems. (See Table VI.)

Again, there is little significance in the difference between less, about the same, and greater responses to the question of "...the feeling of achievement in this course." As might be expected, those who did not finish the course felt that their "feeling of achievement" was about the same or less than other courses. The percentages here do reflect a significant response. Those who viewed the course in the library reflect little significant difference between overall results of the responses to the question of achievement. However, almost 75% of those who viewed the programs over cable indicated that the "...feeling of achievement..." was about the same or less. The difference in responses can be attributed to the modes of each group. The mode was 1.000 for those viewing on cable, whereas the mode for the library group was 3.000. These responses affected the median scores. The library group median was 2.867. The median in the cable only group was 2.000. The tendency for the library group was to respond that achievement was "about the same." Those respondents in the cable only group tended to indicate their "...feeling of achievement..." as "Less." (See Table VII.)

The findings of the question on understanding of basic concepts support those statistics found in Table V. The respondents did clearly understand the concepts and principles presented. Percentages reflect that the "understanding of the concepts and principles" are about the same or greater in comparison to other courses. (See Table VIII.)

Although not significant, the median in the statistics reflect that the students found the presentations of the videotapes to be about the same or somewhat interesting. It is significant to note that the mode is vastly different between those completing the course as opposed to those not completing. Those who completed the course indicated through answering item 5 that the course presentations were "interesting." Almost half of those who did not complete the course indicated through their answers to item 2 of this question that they found the presentations to be "less interesting." Approximately 60% of both groups of respondents indicated that they found the presentations to be about the same or interesting. The median for those viewing the programs in the

library is 3.167. Similarly, the median for the cablecast group is 3.000. The mode was the same in both cases. In fact, it is encouraging to note that the mode for both groups was 5.000 which indicates that the presentations of this course are presented in an interesting manner. (See Table IX.)

The responses to the question about "the technical quality of the videotapes" unanimously rated the materials good to excellent. Approximately three-fourths of the respondents who did not finish the course rated "the technical quality of the videotapes" as good or excellent. In this case, the responses eliminate a common complaint about quality being the reason for student failure. (See Table X.)

There is no significant difference between any response of the total sample or those who completed the course to the question about hours studied per week. However, one-third of those who did not finish studied 0 to 1 hours and another third studied 2 to 3 hours. The remainder of the responses from this group were equally distributed between the other responses. The statistics reveal that both the library and cable groups spend approximately the same amount of time in outside preparation. The mode for both groups was 3.000 and the median was similarly 3.000. This indicates that students spend between 2 to 3 hours per week studying on their own. It is difficult to generalize about the relevance of this information in relation to the library group since no information was collected as to the average number of programs viewed per week. However, it is possible to generalize about the cable-viewing group. Each week they are exposed to two separate presentations, each lesson one hour in length. The 2 to 3 hours study pattern in this survey represents considerably less than the usual 2-3 hours/1 hour class time standard which is usually applied to traditional classes. (See Table XI.)

Almost 75% of all students read 50% or more of the chapters assigned. This statistic is consistent with those students who completed the course. However, those students who did not complete the course reflected a different set of statistics.

Approximately one-fourth read all of the chapters. One-third read 50% - 75% of the chapters, and almost half of these students read less than 25% of the assigned chapters. It is possible that the approximate 75% who read 75% or less of the readings represent the majority of dropouts from the course. The 22.2% who did finish all of the chapters may represent in part those students who are still carrying-over the course. Although the mode for those in the library-viewing group is 5.000 which indicates that most of the respondents read all of the chapters assigned, the median for that group is 3.111 which indicates that the majority read 50% - 75% of the assigned chapters. The statistics of those using the cable were more consistent. The mode was 3.000 and the median 3.500. This indicates that they also read 50% - 75% of the chapters assigned. It might be possible that less reading was necessary because most of the needed information was presented on the video programs. (See Table XII.)

Well over half of the respondents indicated that the difficulty of the course was about the same or less than other courses. Approximately 75% of those who did not finish the course indicated that the difficulty was about the same or greater than in other courses. These figures represent a close relationship to those found in Table II which reflects "the amount of work required by this course." The majority of respondents in both the library and cable groups indicated that "...the difficulty of this course..." was about the same as other courses. The median of 2.658 for those viewing programs in the library indicates that most respondents felt that it was the same or a little less difficult. Those respondents using the cable system indicated that the difficulty was about the same or slightly greater than other classes. The median for this group was 3.167. (See Table XIII.)

The total sample indicates an overwhelming recommendation for others to participate in this course. Those who completed the course reflect over 80% favorable response to this question. Over 75% of those who did not finish the course are less likely to recommend the course to their friends. Since the experience was not a

positive one for this last group, the statistics are not surprising. However, I find it encouraging to note that over 60% of this same group responded to "Perhaps" and "Definitely yes." This does indicate a significantly favorable attitude toward this course. (See Table IXV.)

Over 60% of the total respondents indicated that they would grade the course as a "B" or better. Those who completed the course concurred statistically. Approximately 40% of those not completing the course indicated that they would award a "B" or better to this course. As might be expected, 60% of this group indicated they would give the course a "C" or "D." It is interesting to note that not one response was given to the "F" category. The percentage figures found in this table for the total sample indicates support of the positive attitude reflected in the figures of Table XIV. (See Table XV.)

The figures of the total sample indicate that there are two extreme type of students being served: one group is not employed; the other group works 40 hours or more. Approximately 46% of those enrolled in the course work 19 hours per week or less. It might be assumed that these people represent the "full-time" students. Over 53% of those enrolled work 20 or more hours. Of this group, approximately 33% work 40 or more hours per week. This group is most probably representative of the "part-time" student. Therefore, this course is evidently serving needs of both types of students. The statistics indicate that of those completing the course, half are "full-time" students and half "part-time." Of those not completing the course, however, 75% represent those identified as "part-time" students. The other 25% of this group are not employed. According to the assumption made, one-fourth of those not completing the course are "full-time" students. It might be inferred that both types of delivery systems serve a purpose. Approximately 75% of those students using the cable system work 20 or more hours. The students identified in this table as "full-time" students seems to prefer the library delivery system. This might be a result of their accessibility to the library since they spend more time "on campus." (See Table XVI.)

Summary and Recommendations For Future Implementation of Televised Courses Via Video Cassette

The purposes of this investigation were to: (1) identify student attitudes toward the use of televised courses as an alternative to the traditional classroom, and (2) to determine the student success with televised instruction in comparison to other courses.

There were several assumptions made concerning the types of differing relationships which affect student attitude; they were: classification, number of hours enrolled and curricula enrolled in. The instrument for collecting the data consisted of a sixteen item student questionnaire. The questionnaires were administered in the following manner: the questionnaire was sent to all students who had been enrolled in the "Introduction to Child Psychology" course during the Spring, Interim, Summer, and Fall semesters of 1974; after completion by the student, the questionnaires were returned by mail.

Data was compiled and presented for the total population and then for each of the following categories: (1) those who completed the course; (2) those who did not complete the course; (3) those who viewed the course only in the library; and (4) those who viewed the course only over cable television.

Summary of Findings

The summary of the results will be presented in terms of only the data for the total sample.

Student response to the questionnaires consisted of the following:

(1) Eighty per cent indicated that they viewed the televised programs in the library only.

(2) Fifty-seven per cent indicated that the amount of work required was about the same as other courses.

(3) Twenty-eight per cent indicated they took sixteen weeks to finish the course.

(4) Thirty-five per cent indicated the degree of pressure to do the work was about the same as other courses.

(5) Fifty-one per cent indicated that the amount of subject matter learned in the course was about the same as in other courses.

(6) Thirty-one per cent indicated that their enjoyment of the course was less than other courses.

(7) Thirty-two per cent indicated that the feeling of achievement was about the same as other courses.

(8) Fifty-six per cent indicated that their understanding of basic concepts and principles was about the same.

(9) Twenty-eight per cent indicated that they found the presentations more interesting than other courses.

(10) Sixty-two per cent indicated that the technical quality of the videotapes was good.

(11) Twenty-three per cent indicated that they spent two to three hours studying for the course.

(12) Twenty-five per cent indicated that they completely read all of the assigned chapters.

(13) Forty-three per cent indicated that the difficulty was about the same as that of other courses.

(14) Fifty-one per cent indicated that they would definitely recommend the course to their friends.

(15) Thirty-five per cent indicated that they would give the course the grade of "B."

(16) Thirty-seven per cent indicated that they were not employed while enrolled in the course.

More specific information can be obtained by referring to the Tables.

Recommendations

The following is a list of recommendations for Waubonsee Community College resulting from this study:

(1) The findings of this investigation indicate that more television courses should be offered as alternatives to traditional classes. These types of courses offer more flexibility and academic success for students when offered in a system which provides for open entry-open exit enrollment.

(2) Both delivery systems being presently used should be continued. Offering of the courses in the library allows students the flexibility to schedule their own learning times. This is particularly important for community college students since they must commute to campus. It is also important for those who work part or full-time. The cable system serves the home-bound student, mothers who must stay at home with their children and those who work and are not able to commute to campus.

(3) It is apparent through the findings of this investigation that this will <u>not</u> replace teachers in instruction. In fact, students should be given the opportunity to interact with the monitoring teacher in asking questions, discussing projects, and interacting in discussion about the material presented on the videotapes.

(4) More television equipment should be made available for students to use in viewing the programs. This will be particularly true if this institution expands its televised course offerings.

TABLES

TABLE I

STUDENT CLASSIFICATIONS RESPONDING TO THE STATEMENT,

"What mode did you use to watch this course?"

	Total Sample		Those Who Completed Course		Those Who Did Not Complete Course		Viewed in Library		Viewed Over Cable T.V.	
	N	%	N	%	N	%	N	%	N	%
1. the library only	41	80.4	33	78.6	8	88.9	41	95.3	0	0
2. mostly in lib-few on cable	2	3.9	2	4.8			2	4.7	0	0
3. 50% library-50% cable	2	3.9	1	2.4	1	11.1	0	0	2	25.0
4. mostly on cable-few in lib	3	5.9	3	7.1			0	0	3	37.5
5. on cable T.V. only	3	5.9	3	7.1			0	0	3	37.5
Total	51	100	42	100	9	100	43	100	8	100
Median	1.085		2.727		3.083		1.065		4.167	
Mode	1.000		3.000		3.000		1.000		4.000	
Missing Observations	5		1		4		0		0	

TABLE II

STUDENT CLASSIFICATIONS RESPONDING TO THE STATEMENT,

"Compared to my other courses, the amount of work required by this course was..."

	Total Sample		Those Who Completed Course		Those Who Did Not Complete Course		Viewed in Library		Viewed Over Cable T.V.	
	N	%	N	%	N	%	N	%	N	%
1. much less	3	6.1	3	7.5	0	0	2	5.0	1	12.5
2. less	13	26.5	12	30.0	1	11.1	13	32.5	0	0
3. about the same	28	57.1	22	55.0	6	66.7	21	52.5	6	75.0
4. greater	5	10.2	3	7.5	2	22.2	4	10.0	1	12.5
5. much greater	0	0	0	0	0	0	0	0	0	0
Total	49	100	40	100	9	100	40	100	8	100
Median	2.804		2.727		3.083		2.738		2.750	
Mode	3.000		3.000		3.000		3.000		3.000	
Missing Observations	7		3		4		3		0	

TABLE III

STUDENT CLASSIFICATIONS RESPONDING TO THE STATEMENT,

"Approximately how long did it take you to finish the course?"

	Total Sample		Those Who Completed Course		Those Who Did Not Complete Course		Viewed in Library		Viewed Over Cable T.V.	
	N	%	N	%	N	%	N	%	N	%
1. Did not finish	8	15.7	0	0	8	100	7	16.7	1	12.5
2. less than 6 weeks	10	19.6	10	23.3			10	23.3	0	0
3. 6 weeks	7	13.7	7	16.3			5	11.9	2	25.0
4. 9 weeks	3	5.9	3	7.0			3	7.1	0	0
5. 12 weeks	9	17.6	9	20.9			8	19.0	1	12.5
6. 16 weeks	14	27.5	14	32.6			9	21.4	4	50.00
Total	51	100	43	100	8	100	42	100	8	100
Median	3.667		4.667		0.0		3.300		5.500	
Mode	6.000		6.000		1.000		2.000		6.000	
Missing Observations	5		0		5		1		0	

TABLE IV

STUDENT CLASSIFICATIONS RESPONDING TO THE STATEMENT,

"Compared to my other courses, the degree of pressure to do the work was..."

	Total Sample		Those Who Completed Course		Those Who Did Not Complete Course		Viewed in Library		Viewed Over Cable T.V.	
	N	%	N	%	N	%	N	%	N	%
1. much less	12	23.5	10	23.8	2	22.2	10	23.8	2	25.0
2. less	13	25.5	11	26.2	2	22.2	11	26.2	2	25.0
3. about the same	18	35.3	15	35.7	3	33.3	13	31.0	4	50.0
4. greater	6	11.8	5	11.9	1	11.1	6	14.3	0	0
5. much greater	2	3.9	1	2.4	1	11.1	2	4.8	0	0
Total	51	100	42	100	9	100	42	100	8	100
Median	2.528		2.500		2.667		2.500		2.500	
Mode	3.000		3.000		3.000		3.000		3.000	
Missing Observations	5		1		4		1		0	

TABLE V

STUDENT CLASSIFICATIONS RESPONDING TO THE STATEMENT,

"Compared to my other courses, the amount of subject matter I learned in this course was..."

	Total Sample		Those Who Completed Course		Those Who Did Not Complete Course		Viewed in Library		Viewed Over Cable T.V.	
	N	%	N	%	N	%	N	%	N	%
1. much less	5	9.8	4	9.5	1	11.1	4	9.5	1	12.5
2. less	9	17.6	8	19.0	1	11.1	8	19.0	1	12.5
3. about the same	26	51.0	23	54.8	3	33.3	23	54.8	3	37.5
4. more	7	13.7	4	9.5	3	33.3	4	9.5	2	25.0
5. much more	4	7.8	3	7.1	1	11.1	3	7.1	1	12.5
Total	51	100	42	100	9	100	42	100	8	100
Median	2.942		2.891		3.333		2.891		3.167	
Mode	3.000		3.000		4.000		3.000		3.000	
Missing Observations	5		1		4		1		0	

TABLE VI

STUDENT CLASSIFICATIONS RESPONDING TO THE STATEMENT,

"In comparison to my other courses, my enjoyment of this course was..."

	Total Sample		Those Who Completed Course		Those Who Did Not Complete Course		Viewed in Library		Viewed Over Cable T.V.	
	N	%	N	%	N	%	N	%	N	%
1. much less	8	15.7	5	11.9	3	33.3	6	14.3	2	25.0
2. less	16	31.4	13	31.0	3	33.3	14	33.3	2	25.0
3. about the same	11	21.6	10	23.8	1	11.1	10	23.8	1	12.5
4. greater	12	23.5	10	23.8	2	22.2	9	21.4	2	25.0
5. much greater	4	7.8	4	9.5	0	0	3	7.1	1	12.5
Total	51	100	42	100	9	100	42	100	8	100
Median	2.636		2.800		2.000		2.600		2.500	
Mode	2.000		2.000		1.000		2.000		4.000	
Missing Observations	5		1		4		1		0	

TABLE VII

STUDENT CLASSIFICATIONS RESPONDING TO THE STATEMENT,

"In comparison to my other courses, the feeling of achievement in this course was..."

	Total Sample		Those Who Completed Course		Those Who Did Not Complete Course		Viewed in Library		Viewed Over Cable T.V.	
	N	%	N	%	N	%	N	%	N	%
1. much less	7	14.0	5	11.9	2	25.0	4	9.8	3	37.5
2. less	13	26.0	11	26.2	2	25.0	11	26.8	2	25.0
3. about the same	16	32.0	13	31.0	3	37.5	15	36.6	1	12.5
4. greater	12	24.0	11	26.2	1	12.5	9	22.0	2	25.0
5. much greater	2	4.0	2	4.8	0	0	2	4.9	0	0
Total	50	100	42	100	8	100	41	100	8	100
Median	2.813		2.885		2.500		2.867		2.000	
Mode	3.000		3.000		3.000		3.000		1.000	
Missing Observations	6		1		5		2		0	

TABLE VIII

STUDENT CLASSIFICATIONS RESPONDING TO THE STATEMENT,

"In comparison to my other courses, my understanding of basic concepts and principles in this course was..."

	Total Sample		Those Who Completed Course		Those Who Did Not Complete Course		Viewed in Library		Viewed Over Cable T.V.	
	N	%	N	%	N	%	N	%	N	%
1. much less	2	4.0	0	0	2	25.0	2	4.9	0	0
2. less	7	14.0	6	14.3	1	12.5	7	17.1	0	0
3. about the same	28	56.0	25	59.5	3	37.5	24	58.5	3	37.5
4. greater	11	22.0	9	21.4	2	25.0	6	14.6	5	62.5
5. much greater	2	4.0	2	4.8	0	0	2	4.9	0	0
Total	50	100	42	100	8	100	41	100	8	100
Median	3.071		3.100		2.833		2.979		3.625	
Mode	3.000		3.000		3.000		3.000		4.000	
Missing Observations	6		1		5		2		0	

23

TABLE IX

STUDENT CLASSIFICATIONS RESPONDING TO THE STATEMENT,

"In comparison to my other courses, I found the presentations to be..."

	Total Sample		Those Who Completed Course		Those Who Did Not Complete Course		Viewed in Library		Viewed Over Cable T.V.	
	N	%	N	%	N	%	N	%	N	%
1. boring	10	19.6	7	16.7	3	33.3	8	19.0	2	25.0
2. less interesting	10	19.6	6	14.3	4	44.4	9	21.4	1	12.5
3. about the same	8	15.7	8	19.0	0	0	6	14.3	2	25.0
4. somewhat interesting	9	17.6	9	21.4	0	0	7	16.7	1	12.5
5. interesting	14	27.5	12	28.6	2	22.2	12	28.6	2	25.0
Total	51	100	42	100	9	100	42	100	8	100
Median	3.188		3.500		2.250		3.167		3.000	
Mode	5.000		5.000		2.000		5.000		5.000	
Missing Observations	5		1		4		1		0	

TABLE X

STUDENT CLASSIFICATIONS RESPONDING TO THE STATEMENT,

"I found the technical quality of the videotapes to be..."

	Total Sample		Those Who Completed Course		Those Who Did Not Complete Course		Viewed in Library		Viewed Over Cable T.V.	
	N	%	N	%	N	%	N	%	N	%
1. very poor	0	0	0	0	0	0	0	0	0	0
2. poor	0	0	0	0	0	0	0	0	0	0
3. fair	6	11.5	4	9.3	2	22.2	5	11.6	1	12.5
4. good	32	61.5	27	62.8	5	55.6	27	62.8	4	50.0
5. excellent	14	26.9	12	27.9	2	22.2	11	25.6	3	37.5
Total	52	100	43	100	9	100	43	100	8	100
Median	4.125		4.148		4.000		4.111		4.250	
Mode	4.000		4.000		4.000		4.000		4.000	
Missing Observations	4		0		4		0		0	

TABLE XI

STUDENT CLASSIFICATIONS RESPONDING TO THE STATEMENT,

"Averaged over the entire semester, the amount of hours I spent per week studying (not including watching programs) for this course, was approximately..."

	Total Sample		Those Who Completed Course		Those Who Did Not Complete Course		Viewed in Library		Viewed Over Cable T.V.	
	N	%	N	%	N	%	N	%	N	%
1. 0 to 1 hours	7	13.5	4	9.3	3	33.3	6	14.0	1	12.5
2. 1 to 2 hours	12	23.1	11	25.6	1	11.1	10	23.3	2	25.0
3. 2 to 3 hours	12	23.1	9	20.9	3	33.3	10	23.3	2	25.0
4. 3 to 4 hours	10	19.2	9	20.9	1	11.1	8	18.6	1	12.5
5. 4 or more hours	11	21.2	10	23.3	1	11.1	9	20.9	2	25.0
Total	52	100	43	100	9	100	43	100	8	100
Median	3.083		3.222		2.667		3.050		3.000	
Mode	3.000		2.000		3.000		3.000		3.000	
Missing Observations	4		0		4		0		0	

TABLE XII

STUDENT CLASSIFICATIONS RESPONDING TO THE STATEMENT,

"Approximately what per cent of your assigned chapters did you actually read?"

	Total Sample		Those Who Completed Course		Those Who Did Not Complete Course		Viewed in Library		Viewed Over Cable T.V.	
	N	%	N	%	N	%	N	%	N	%
1. less than 25%	10	19.2	6	14.0	4	44.4	9	20.9	1	12.5
2. 25% to 50%	7	13.5	7	16.3	0	0	7	16.3	0	0
3. 50% to 75%	12	23.1	9	20.9	3	33.3	9	20.9	3	37.5
4. 75% or more	10	19.2	10	23.3	0	0	8	18.6	1	12.5
5. completely read all assignments	13	25.0	11	25.6	2	22.2	10	23.3	3	37.5
Total	52	100	43	100	9	100	43	100	8	100
Median	3.250		3.444		2.333		3.111		3.500	
Mode	5.000		5.000		1.000		5.000		3.000	
Missing Observations	4		0		4		0		0	

TABLE XIII

STUDENT CLASSIFICATIONS RESPONDING TO THE STATEMENT,

"Compared to my other courses, the difficulty of this course was..."

	Total Sample		Those Who Completed Course		Those Who Did Not Complete Course		Viewed in Library		Viewed Over Cable T.V.	
	N	%	N	%	N	%	N	%	N	%
1. much less	7	13.7	6	14.3	1	11.1	6	14.3	1	12.5
2. less	14	27.5	13	31.0	1	11.1	12	28.6	1	12.5
3. about the same	22	43.1	17	40.5	5	55.6	19	45.2	3	37.5
4. greater	8	15.7	6	14.3	2	22.2	5	11.9	3	37.5
5. much greater	0	0	0	0	0	0	0	0	0	0
Total	51	100	42	100	9	100	42	100	8	100
Median	2.705		2.618		3.000		2.658		3.167	
Mode	3.000		3.000		3.000		3.000		3.000	
Missing Observations	5		1		4		1		0	

TABLE XIV

STUDENT CLASSIFICATIONS RESPONDING TO THE STATEMENT,

"Would you recommend this course to any of your friends?"

	Total Sample		Those Who Completed Course		Those Who Did Not Complete Course		Viewed in Library		Viewed Over Cable T.V.	
	N	%	N	%	N	%	N	%	N	%
1. definitely no	3	5.9	2	4.8	1	11.1	2	4.8	1	12.5
2. perhaps not	6	11.8	4	9.5	2	22.2	5	11.9	1	12.5
3. perhaps	16	31.4	12	28.6	4	44.4	13	31.0	3	37.5
4. definitely yes	26	51.0	24	57.1	2	22.2	22	52.4	3	37.5
Total	51	100	42	100	9	100	42	100	8	100
Median	3.484		3.800		2.875		3.050		3.167	
Mode	4.000		4.000		3.000		4.000		4.000	
Missing Observations	5		1		4		1		0	

TABLE XV

STUDENT CLASSIFICATIONS RESPONDING TO THE STATEMENT,

"Considering all the above questions and your responses, how would you grade this course?"

	Total Sample		Those Who Completed Course		Those Who Did Not Complete Course		Viewed in Library		Viewed Over Cable T.V.	
	N	%	N	%	N	%	N	%	N	%
1. F	0	0	0	0	0	0	0	0	0	0
2. D	8	15.7	5	11.6	3	37.5	7	16.7	1	12.5
3. C	12	23.5	10	23.3	2	25.0	9	21.4	3	37.5
4. B	18	35.3	17	39.5	1	12.5	15	35.7	3	37.5
5. A	13	25.5	11	25.6	2	25.0	11	26.2	1	12.5
Total	51	100	43	100	8	100	42	100	8	100
Median	3.806		3.882		3.000		3.833		3.500	
Mode	4.000		4.000		2.000		4.000		4.000	
Missing Observations	5		0		5		1		0	

TABLE XVI

STUDENT CLASSIFICATIONS RESPONDING TO THE STATEMENT,

"While taking this course, I was employed outside my home:"

	Total Sample		Those Who Completed Course		Those Who Did Not Complete Course		Viewed in Library		Viewed Over Cable T.V.	
	N	%	N	%	N	%	N	%	N	%
1. not employed	18	36.7	16	39.0	2	25.0	16	40.0	2	25.0
2. 1-19 hours per week	5	10.2	5	12.2	0	0	5	12.5	0	0
3. 20-39 hours or more per week	10	20.4	8	19.5	2	25.0	9	22.5	1	12.5
4. 40 hours or more per week	16	32.7	12	29.3	4	50.0	10	25.0	5	62.5
Total	49	100	41	100	8	100	40	100	8	100
Median	2.650		2.400		3.500		2.300		3.050	
Mode	1.000		1.000		4.000		1.000		4.000	
Missing Observations	7		2		5		3		0	

APPENDICES

The following questionnaire is our primary source of information about students reactions to the televised Child Psychology course. Changes in the course may be made because of your responses, please be honest. Tell us the way you feel about the course. Your cooperation is greatly appreciated. Please return this questionnaire in the pre-addressed enveiope which accompanies this questionnaire by February 24, 1975.

P.S. Do not put your name on the questionnaire

WAUBONSEE COMMUNITY COLLEGE
Questionnaire

Please respond the way you feel as an individual about this course in Child Psychology.

Choose only one answer.

A. What mode did you use to watch this course?

1. in the library only
2. mostly in the library but a few on cable television
3. 50% library - 50% cable television
4. mostly on cable television but a few in the library
5. on cable television only

B. Compared to my other courses, the amount of work required by this course was

1. much less
2. less
3. about the same
4. greater
5. much greater

C. Approximately how long did it take you to finish the course?

1. Did not finish
2. less than 6 weeks
3. 6 weeks
4. 9 weeks
5. 12 weeks
6. 16 weeks

D. Compared to my other courses, the degree of pressure to do the work was

1. much less
2. less
3. about the same
4. greater
5. much greater

E. Compared to my other courses, the amount of the subject matter I learned in this course was

1. much less
2. less
3. about the same
4. more
5. much more

F. In comparison to my other courses, my enjoyment of this course was

1. much less
2. less
3. about the same
4. greater
5. much greater

G. In comparison to my other courses, the feeling of achievement in this course was

1. much less
2. less
3. about the same
4. greater
5. much greater

Page 2

H. In comparison to my other courses, my understanding of basic concepts and principles in this course was

1. much less
2. less
3. about the same
4. greater
5. much greater

I. In comparison to my other courses, I found the presentations to be

1. boring
2. less interesting
3. about the same
4. somewhat interesting
5. interesting

J. I found the technical quality of the videotapes to be

1. very poor
2. poor
3. fair
4. good
5. excellent

K. Averaged over the entire semester, the amount of hours I spent per week studying (not including watching programs) for this course, was approximately

1. 0 to 1 hours
2. 1 to 2 hours
3. 2 to 3 hours
4. 3 to 4 hours
5. 4 or more hours

L. Approximately what percent of your assigned chapters did you actually read?

1. less than 25%
2. 25% to 50%
3. 50% to 75%
4. 75% or more
5. completely read all assignments

M. Compared to my other courses, the difficulty of this course was

1. much less
2. less
3. about the same
4. greater
5. much greater

N. Would you recommend this course to any of your friends?

1. definitely no
2. perhaps not
3. perhaps
4. definitely yes

O. Considering all the above questions and your responses, how would you grade this course?

1. F
2. D
3. C
4. B
5. A

Page 3

P. While taking this course, I was employed outside of my home:

1. not employed
2. 1-19 hours per week
3. 20-39 hours or more per week
4. 40 hours or more per week

Q. Why did you take this course by television?

R. Additional Comments:

Suggestions Received from the Child Psychology Questionnaire

1. They should have a question and answer period at least via a tape recorder.

2. You should set up a plan showing certain movies on certain days because it's hard to get the film you need.

M	T	W	Th	F
1-3	4-7	8-11	12-15	16-19

3. Caption lines would be beneficial to Waubonsee Hearing Impaired Program students.

4. In the Library, the T.V. and tape units should be set up in the side rooms. There is nothing as uncomfortable as the earphones for an hour at a time; the noise would not bother others and the tables in the rooms provide writing space to take notes.

Positive Feedback Received from the Child Psychology Questionnaire

1. The course would be better in the normal term, 2 weeks doesn't allow time to keep up with reading assignments. In retrospect I consider the program one of my more valuable experiences. As part of my own reading program I recently read Havighurst Developmental Tasks and Education and found it much more comprehensive than the portions of Smart/Smart I read.

2. Hope to take more by cable T.V.

3. More classes should be orientated this way. I personally had more motivation, I liked the independence of studying. I think you'll get many interested students - lectures, routines, set schedules are intimidating. Freedom to learn is worthwhile. Students who take this course are ones who are motivated to challenge - they must have discipline to keep watching and studying on their own time than attending lectures which may not at all give them valuable information.

4. My parents, sisters, and brothers became interested in the cable T.V. also!

5. I enjoyed it very much. I like being able to view the lessons whenever I chose. I felt a pressure to meet the deadlines which made me work harder. If I had my choice, I would take the majority of my classes by T.V.

6. After seeing several of the programs, I could pick up the text book and integrate my notes into the reading matter very easily. Since there were only two exams, study had to be accomplished as one could not guess or attempt to bluff thru the course.

7. Very good, could move at my own pace and around my own schedule.

8. I think it's great for someone who can work at a faster pace and get it done.

9. The only thing I really missed in the course was the class discussion. I liked being able to work at my own speed. However, I never met with the instructor and was never given back my papers, so I never knew how I was doing. Consequently I received a B in the course and felt I deserved an A for the amount of work I did; and with no supervision. I was always unaware if what I was doing was O.K.

10. The course was really good, the only hassle was that there are only two T.V.'s and a lot of other people had them, and the idea of signing up caused a little hassle. Otherwise, it was one of my favorite subjects.

11. Shortly after finishing the course I changed from working toward BSN at Northern (in the future) to BA in Human Resources at Aurora - this is for school nursing. Human Growth & Development is a requirement set by the state - so I had fulfilled it with the course. One reason I thought the course was fairly easy is because I'm a RN and have raised a family.

12. I think the tapes were better to learn from than lectures in classrooms. I could stop the tape and play it over if I didn't understand a concept. They could show guest speakers, films of children, and panel discussions. I hope other courses are offered on a T.V. basis. I would enroll in them!

13. Recommended the course to several friends.

14. Because of my work and other responsibilities, I had a better than average chance to get to attend class.

15. Could finish at anytime. Well prepared so it could be repeated if you failed to grasp or follow.

16. The flexibility of study hours.

Criticism Received from the Child Psychology Questionnaire

1. Very informative but boring.

2. Possibly for some people this type of program is advantageous, but it wasn't for me.

3. I feel that the loss of interaction with the teacher when problems arise leave a great deal to be desired. Also, there is little or no interaction with classmates. I also found it hard to make myself do the lessons when there was no real time to meet, and no real limit on time you had to be finished.

4. Not enough stimulation, therefore little or no motivation to do well and finish the course due to method of presentation.

5. I would only take another television course if it were absolutely necessary. It was very drab watching the "tube" for 1-2 hours at a time.

6. Courses by T.V. are convenient yes, but the teacher is much more understandable.

7. I understood the subject matter and it was fairly interesting but, there were only two exams over the whole course and when you get a book that big with such a wide variety of information you just aren't sure what to study for. I got a C for the course and that was all right considering I got the subject over with but taking the course through an instructor at the college I believe very much that I could have received an A.

8. I failed to receive notification of the study guide availability, a disadvantage, moreover I did not know who the instructor was.

9. I didn't like the course at all. I found it very dull and I didn't feel motivated enough to study.

10. I like a "real-live" instructor better because of an opportunity for feedback and questions. Rhoda had much info to impart though.

11. I stopped reading after the midterm when as many as 40 or more pages were assigned for some of the tapes. The first part seemed too easy; the second required too much reading. (Unbalanced.) Two of the three other courses I took (A & P and Micro) were tough. By contrast to these two, Child Psychology seemed relatively easy. If I had been taking other, less demanding courses with it, it might not have seemed so easy.

12. This course is great for people who work and have to juggle hours. I would have preferred to take it in a structured class where there is give and take in discussion and where you can get an immediate answer to a question. I felt some frustration with my achievement in this course even though I received a B. I felt the final - not the midterm - did not follow the material we had to study very well.

13. So many times while watching the tapes I wished for someone to discuss them with. I found it hard to define some of the terms they used and searched the text books which were not of much help. I think in a couple of years I will take Child Psychology over under a professor, even though I got a great deal of understanding from this course! Every young parent should take this course. I wish they had shown more abnormal behavior comparisons.

14. I would like to have known what the instructor thought of the projects. I thought I did better on the tests than I did. If somehow I could have gone over the questions missed it would have helped to learn. I'm only 20 but I plan to save my text in hopes it will help me to raise my own children and understand others. I am a male.

15. It was the only course I could take.

UNIVERSITY OF CALIF.
LOS ANGELES
OCT 1975
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INFORMATION